

INTERSECTIONS

THE ACADEMIC AFFAIRS CHRONICLES

A message from Dr. Rai

It seems hard to believe that we are midway through the semester. Student success is happening in all corners of our campuses -- inside classrooms, labs, libraries, learning centers, in offices, and in collaborative spaces. Thank you once again for all that you do for our students.

Last month, I was very proud to represent the College -- and community colleges, in general -- at the *National Summit on Developing a STEM Workforce Strategy*, hosted by the National Academies of Science, Engineering and Medicine. Specifically, I participated in a panel exploring *Successful Strategies for Aligning Higher Education Programs, Curricula and Lab Experiences with Workforce Needs*, along with representatives from the University of Michigan and MIT. I participated in a conversation with Dr. Robert L. Caret, the new Chancellor at the University of Maryland, about synchronizing the institutions of higher education in Maryland and aligning with economic development to ensure that students are prepared with the foundation to enter the workforce and to thrive in the current and future economic environments.

Montgomery College enjoys a unique reputation of

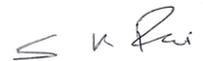
growing a well-prepared and educated workforce. In July, the Montgomery County Council approved legislation replacing the County's Department of Economic Development with a new nonprofit Economic Development Corporation led by an 11-member volunteer board of directors. I was appointed by County Executive Isiah Leggett and confirmed by County Council to serve on the board. I am eager to serve the College and the entire County in this capacity, as I see this as an acknowledgment of the vital role that Montgomery College plays in the economic development of the County.

These conversations with colleagues and county leadership show the importance of raising the bar for all students

and supporting them as they stretch to achieve high standards. Our newly transformed General Education program will feature courses with signature assignments that will integrate student learning. Engineering faculty are collaborating with the Clark School of Engineering at the University of Maryland to engage freshman and sophomore students in keystone projects -- project based learning at its best. The Advising Review Committee is taking on the challenging work of connecting students with content experts early to allow meaningful conversations that support student success. This is ground-breaking work at the College. I am very pleased to see this intersection of Academic Affairs and Student Services; it is here that you will

alter the lives of our students.

Finally, all of these initiatives inform two important intersecting projects: the Academic Master Plan and the Facilities Master Plan. These documents will chart the course for the College for the next five years and provide a framework for continuous transformation to address the changing educational needs in a globalized, knowledge economy. They will provide a structure to enable the College to be agile and well positioned to take full advantage of emerging opportunities. I am so impressed with the thinking that is reflected in the ideas that are being discussed. I am excited for our future and for our students' futures.



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New General Education Program Implementation Begins at MC

As a result of the faculty vote in May 2015, MC's General Education Program has been redesigned to reflect the latest in general education innovations nationwide as well as the general education credit requirement changes dictated by MHEC and COMAR.

The newly-formed General Education Standing Committee, reporting to Faculty Council, will implement these program changes, with a goal of full implementation by fall 2018. Voting committee members represent all distribution areas, foundation course programs, career curricula, General Studies, and counseling and advising. In addition, the committee has resource members from Outcomes Assessment, Integrative Learning, the libraries, and ELITE. Committee meetings are open and are held the second and fourth Fridays during the fall and spring semesters, from 2 to 4 p.m. in SC400, on the Rockville Campus.

The General Education Standing Committee sent representatives to the AAC&U Summer Institute on General Education and Assessment and, with expert assistance at the Institute, has

created a detailed 3-year implementation plan. The Committee presented short- and long-term goals to department chairs at the June Chairs Institute and to academic disciplines during the August 2015 Professional Week meetings. Outreach efforts continue as the Committee hosted a half-day General Education Re-

treat on October 23 and are creating a series of online training modules about the nature and specifics of General Education courses in the new Program at MC.

This academic year, degree programs will revise their 60-credit program requirements to reflect these changes. The 60-credit

program changes need to be filed with the Collegewide Curriculum Committee, and changes will take effect for students in fall 2016.

All current General Education courses at MC as well as all courses applying for General Education status will need to undergo a thorough General Education certification process over the next three years. This fall 2015 semester, the General Education Standing Committee, in collaboration with the Collegewide Curriculum Committee, is designing this certification process and form, seeking input from faculty representatives, counseling/advising, and many other stakeholders. The certification process will feature an online form using the same software used for Collegewide Curriculum Committee processes, and certification due dates will be scheduled to coincide with assessment cycles.

By the end of the fall 2015 semester, the General Education Certification form/process – and supporting online training materials – will be available, and a certification schedule will be published.

QUESTIONS?

Direct questions and concerns about the new General Education Program to the General Education Standing Committee co-chairs or members:

Sharon Anthony, Co-Chair, English Foundation
Anestine Theophile-LaFond, Co-Chair, Communication
Steve Perencevich, Math Foundation
Odella (Dianne) Hagan, Health
Patricia Johannsen, Arts Distribution
Rita Kranidis, Humanities Distribution
Melissa McGeney, Behavioral and Social Sciences Distribution
Ishrat Rahman, Natural Sciences Distribution
Samantha Veneruso, General Studies Program
Jenny Liu, Career Curricula
Jay Marciano, Counseling/Advising
Janis Gallagher, Collegewide Curriculum Committee
Angela Lanier, ELITE
Sara Ducey, Integrative Studies
Jenny Hatleberg, Libraries
Cassandra Jones, Assessment Team

Details about the new General Education Program outcomes and changes can be found at <http://cms.montgomerycollege.edu/GeneralEducationProgram/>.

A Closer Look GLOBAL HUMANITIES 101

Global Humanities 101 is an intellectually stimulating course, providing students with varied global perspectives on topics, such

as Human Rights; Global Disease; Immigration; the Global Environment; Merging and Clashing Cultures; Corporate Responsibility; Media's Role in Social and Political Change; Race, Ethnicity, Caste, and Class; and How Culture Shapes Gender Roles. Both the positive and negative aspects of these topics are discussed and are viewed from the perspectives of human narratives.

In addition, the course provides guest lecturers who are experts in their field. Most recently, Chris

Haga, professor of geography at MC, delivered a captivating lecture on the European Migrant Crises, providing students with populations statistics, the reasons certain routes are preferred by refugees and migrants, and demonstrating with maps the history of ISIS and Syria. In an upcoming lecture, Luis Branco, co-founder of Zolgen Labs and an ebola expert, will discuss Global Disease. Additional guest lectures are planned.

New Academic Master Plan Underway

Development of the new Academic Master Plan is well underway as the steering committee, work groups, and focus groups collaborate to find answers to important questions: How will we help Montgomery College students meet their goals over the next ten years? What more can we do to ensure student retention, transfer, graduation, and success? How will we evolve to meet the changing needs of the community and the workforce? Fortunately, nearly 100 faculty, staff, and students are working to plan the future of Academic Affairs at MC with input from dozens more internal and external stakeholders.

Three thematic workgroups are meeting bi-weekly to research and recommend initiatives for inclusion in the Master Plan. The Student Access Work Group, led by Dr. Judy Ackerman and Mr. Ernest Cartledge, is exploring ways to get students off to a great academic start when they join MC. The Student Success Work Group, led by Dr. Brad Stewart and Ms. Lori Rounds, is focused on ways to help all students graduate or transfer at the same high rate regardless of race, ethnicity, gender, program, or any other factor.

The Academic Excellence Work Group, led by Ms. Margaret Latimer and Ms. Donna Schena, is finding ways to make sure our students get the best possible preparation for

their next educational or career endeavor. Meanwhile, focus groups on each campus have allowed the MC community to provide ideas and feedback for programs and initiatives.

Later this semester, the College community will once again have an opportunity to participate in the process at a series of Campus Forums. A first draft of the plan will be written in January and then released for feedback. Revisions will be done and a final draft complete by the end of spring semester. For ongoing information, please see the Academic Master Plan website at <http://cms.montgomerycollege.edu/academic-master-plan-2015/> and send questions or comments to academicmasterplan@montgomerycollege.edu.

OPEN FOR BUSINESS: State-of-the-Art Cyberlab

On October 26, the College officially opened the Cybersecurity Lab in the High Tech and Science Building on the Germantown Campus. The 1,000 square foot installation provides a state-of-the-art environment that includes infrastructure, tools, and software that will help students expand and enhance their existing hands-on capabilities; host cybersecurity competitions; and provide training and research opportunities for students, industry, and governmental agencies, thus enabling the College to continue to be a center of excellence in cybersecurity as well as to have a significant impact on this dynamic industry in Montgomery County and the State.

With powerful virtual learning environments and networking capabilities, the Cybersecurity Lab fosters a virtual infrastruc-

ture capable of hosting over 100 virtual servers, 250 virtual desktops, isolated networks, as well as wireless, digital forensics, cyber operations, and remote access that will allow trainees to complete the hands-on capabilities from any location. In addition, the collaborative worktables throughout the lab possess technologies designed to elicit teamwork and foster learning. The hands-on exercises will consist of those included in the CompTIA Security+™ as well as EC-Council Certified Ethical Hacking (CEH™). These will be used to teach computer hacking techniques and students will learn a wide range of cybersecurity tools, practice for cybersecurity competitions, and will be able to achieve training in professional certifications such as the EC-Council's Ethical Hacking Certification.

In addition, the tech-enabled virtual platform allows students to enter the platform and build skill profiles as they progress through the competition exercises. In other words, students are able to defend, attack, and investigate a network and computer system with realistic attacks, whereby enabling controlled scenarios that teach, demonstrate, and evaluate skills in cybersecurity. The systems also allow the faculty and staff to post new challenges and scenarios that can be performed using the base model.

Moreover, the boundless capabilities of this state-of-the-art virtual learning environment are limitless and will empower students to practice a series of hands-on capabilities such as: Active and passive reconnaissance techniques against a target as well as to enumerate network

hosts using scanning tools and sniffers; system hacking; social engineering; malware utilization; intrusion detection and prevention; and a series of attacks such as password cracking, wireless, web server, and encryption breaking.

Finally, the Cybersecurity Lab implementation will support the cybersecurity workforce needs in the County where as students and cyber-industry workers can pursue or further their education in areas that include Network Device and Technologies; Secure Network Administration Principles; Incident Response Procedures; Mitigation and Deterrent Techniques; Data Security; General Cryptography Concepts; Server and Web-site Vulnerability Assessment; Network Defense Penetration Testing; Malware Analysis; and Digital Forensics.

Maryland College Ready

SAT & ACT SCORES

SET TO CHANGE

by Judy Ackerman
Vice President and Provost, Rockville Campus and
Collegewide Arts, Business, Education, English,
and Social Sciences Unit

As part of the College and Career Readiness and Completion Act (CCRCA), high schools are required to assess college readiness no later than 11th grade. Montgomery College faculty are working with MCPS to create transition courses for students who do not test college ready. There are a number of tests that school systems currently use to assess college readiness, the SAT, ACT or ACCUPLACER. With the implementa-

tion of the Common Core, it is anticipated that Maryland will also use scores on PARCC (Partnership for Assessment of Readiness for College and Careers) tests to determine college readiness. College ready scores on each of these tests are the same for all community colleges in Maryland.

Recently the Maryland Association of Community Colleges (MACC) presidents approved changes to the SAT

and ACT scores that denote college readiness. Students who are not determined to be college ready will be required to take one or more transition courses in their senior year.

The college ready score for the SAT will change from 550 to 500 with a corresponding change in ACT score from 24 to 21. These college ready scores permit students to enroll in introductory college level courses. So, an SAT of 500 or an ACT score of 21 in English will allow a student to enroll in ENGL 101. An SAT score of 500 or an ACT score of 21 will allow a student to enroll in MATH 110, MATH 115 or MATH 117. Students whose programs specify other math courses will normally need to take the ACCUPLACER. Currently, most entering students do not submit their SAT or ACT scores unless one or more of them can be used to document that they are college ready.

CAPDI, the Committee on Assessment, Placement and Developmental Issues, addresses and promotes multiple ways of assessing student readiness for introductory college level courses in English and mathematics. The work of CAPDI is informed by data and best practices.

An Ad Hoc group of CAPDI reviewed Montgomery College data on how students who reported SAT scores between 500 and 549 and ACT scores between 21 and 23 did when they took the ACCUPLACER and

how they did in the college level courses that they enrolled in based on their ACCUPLACER scores. From AY 2013 through AY 2015, approximately 400 students submitted SAT scores in English and math between 500 and 549, and 90 students submitted ACT scores in English and math between 21 and 23. The data indicates that most of these students tested college ready when they took the ACCUPLACER and the success rate of these students in college level English or math courses was quite high.

The use of the new college ready SAT and ACT scores will be fully implemented for Summer Session I in 2016. Although it sounds as if we have a lot of time to implement this change, recall that registration for summer usually starts in March. A complete implementation timeline is being developed, including a communication plan, so that everyone who needs to know about these changes will be notified and their questions addressed.

Members of CAPDI will continue to be proactive in examining ways to assess college readiness, especially in light of soon-to-be implemented redesigned SAT, the PARCC exams and a redesigned ACCUPLACER. Our goal remains to help place students appropriately in their initial English, mathematics, and reading courses so that they can move as quickly as possible towards completion and realizing their academic goals.

What is Alternative Placement and why are we doing it?

While ACCUPLACER scores have long formed the standard for determining which students would be placed in developmental courses, a report from the OLO (<http://www.montgomerycountymd.gov/OLO/Resources/Files/Developmental%20Education%20at%20Montgomery%20College%202015-2.pdf>) along with Columbia University's Community College Research Center stated that "In both math and English, high school background measures may be more useful predictors of success in a wide range of settings..." (Judith Scott-Clayton, "Do High-Stakes Placement Exams Predict College Success?," February 2012, p. 34).

This report, cited in Joshua Wyner's book, *What Excellent Community Colleges Do: Preparing All Students for Success*, led MC academic leaders to develop a pilot program that would allow recent MCPS graduates with "B" or higher grades in selected high school courses to enroll in college-level English and math courses for credit. These are students whose ACCUPLACER scores would have placed them in developmental courses, but this broader view of their background assures that they are indeed ready for college-level coursework.

What are the specifics of this program?

Students whose ACCU-

Alternative Placement Pilot Q & A

Thanks to the coordinated efforts of Montgomery College and Montgomery County Public Schools (MCPS), the Alternative Placement Pilot program is up and running this semester. The goal of this pilot is to help place recent MCPS graduates into their appropriate courses at MC, ensuring their success and encouraging more students to stay until graduation.

PLACER scores misplaced them in developmental math but who earned a "B" or higher in the second semester of their MCPS Algebra II course were invited to enroll in a non-STEM math course, Survey of College Mathematics (MATH 110) or Elements of Statistics (MATH 117). Likewise, students whose scores misplaced them in developmental English but who earned a "B" or higher in MCPS AP Language and Composition—as well as students whose scores misplaced them in developmental reading but who earned a "B" or higher in MCPS Modern World History—were invited to enroll in Introduction to College Writing (ENGL 101A).

How do students enroll?

Students who are 2015 graduates of MCPS were in-

cluded to be part of this pilot. Over 800 invitations were sent to students who had applied to MC. Those students who were interested came into the Math or English Departments to meet with MC faculty, who helped them determine if this pilot was a good fit for them. Once the determination was made, department faculty signed the students into the appropriate course. Additionally, students were given the opportunity to attend an orientation session held on each campus and led by the deans and chairs of math and English. These sessions explained the pilot program, gave students tips and strategies to be successful in college, and enabled students to make some contacts in the departments. We will be sending additional letters to students who are eligible to participate in the Spring semester.

How many students are enrolled and how are they doing?

The Alternative Placement Pilot for math was first launched in the Spring 2015 semester after several discussions at CADL and met with success. Of the nineteen students who participated, only one student failed the course, seventeen students had a "C" or higher, and thirteen earned an "A" or "B" in the course. This success encouraged us to expand the pilot for the Fall 2015 semester.

Across all three campuses, roughly 50 Alternative Placement math students are currently enrolled in credit math courses while 100 Alternative Placement English and reading students are enrolled in credit English courses. Their success this semester will be measured, reported, and considered as we weigh future decisions about alternative placement in math and English.

Dr. Rodney Redmond (Dean of English and Reading), Mr. John Hamman (Dean of Mathematics), and Ms. Elena Saenz (Director of Academic Initiatives) are excited about the possibilities that this pilot holds in moving more students out of developmental courses, into credit courses, and on to graduation. As a result, these students will be empowered to "Achieve the Promise" more quickly and successfully.

Honors Program Highlights

by Lucy Laufé

Collegewide Chair, Honors Program

The Honors Program in collaboration with the English Departments at all three campuses have expanded enriched learning opportunities for students in ENGL 102, Critical Reading, Writing and Research. Honors Modules (HM suffix) are offered at all three campuses which allow students to take the regular course with enhanced learning opportunities with their professor. The Takoma Park/Silver Spring Campus has significantly expanded their honors modules offerings to both attract and accommodate more students. At both Germantown and Rockville, entire honors sections of ENGL 102 (HC suffix) are offered. Smaller class size and being in class with peers who are similarly engaged and motivated fosters collaboration among students. Last year's sections taught by Professor Effie Siegel, Professor Jamie Gillan, and Dr. Christina Devlin produced a number of individual and panel presentations that were presented at the 2015 Maryland Collegiate Honors Council Conference. Students are also encouraged in these courses to think about submitting their research papers to the Beacon Conference, a regional research paper competition that includes community colleges in Pennsylvania, Maryland, New Jersey, and New York.

Initiated by the honors program at the Rockville campus a pilot section of ENGL102HC is being offered for high achieving STEM students. The instructor Dr. John Wang started out his undergraduate career as

an engineering physics major at the University of California Berkeley. He describes his approach to the class in these terms "I will be working STEM students from their perspective, examining and exploring issues and topics that are more in line with STEM students, rather than pushing a curriculum that can be viewed as having nothing to do with their field. In general, I will utilize a STEM-friendly language and adopt thematic examples for illustrative purposes, with a focus on logic and argument." The assignments will be targeted to looking at how researchers can better validate their studies by understanding the techniques of rhetorical analyses. Examples from corporate communications from companies as diverse as Monsanto and Sea World will be used to explore the relationship between science and communication. Students will learn research methodology and establish a set of criteria for good science so that they can learn to evaluate and develop arguments for or against other people's findings.

The Montgomery College Honors Program is grounded in providing research based learning to the students enrolled in all types of honors coursework. The committed English faculty teaching honors versions of ENGL 102 are helping students develop skills that will benefit them in other courses and with other academic opportunities here at the college as well as with transfer and scholarship essay writing.

For more information about the Beacon Conference, contact Professor Effie Siegel, college coordinator.



MONTGOMERY THE SCHOLARS CIRCLE MAGKLIN RENAISSANCE MONTGOMERY THE SCHOLARS CIRCLE

Advising Review Committee

On August 7, 2015, Drs. Rai and Brown introduced the Advising Review Committee to the College community through a Collegewide [memo](#). One of the key reasons why the Advising Review Committee has been formed is in response to the College and Career Readiness and College Completion Act of 2013 (CCRCCA), which requires all students who declare a major to prepare a degree plan in consultation with an advisor in the student's academic program. CCRCCA also requires that all Maryland colleges develop advising systems that will connect students with advisors who will guide them in the completion of their degree plans. The Advising Review Committee is composed of faculty and administrators representing the largest academic major programs at the College, as well as counseling faculty members and Student Services administrators, who provide expertise in best practices in advising.

ARC members in Academic Affairs have been identified based on their knowledge of academic program, involvement in program creation, articulation agreements, and advising students for their academic programs. A website for the Advising Review Committee is in development. As the committee works to develop advising practices, the College community will be informed through postings in this newsletter and through Inside MC online.

The members of the 2015/2016 Advising Review Committee:

Tonya Mason, co-chair, Collegewide Dean for Student Success and RV Dean of Student Development

Carolyn Terry, co-chair, Associate Senior VP for Academic Affairs

Jamin Bartolomeo, Collegewide Dean for Student Access and GT Dean of Student Development

Nawal Benmouna, RV Chair of Engineering and Computer Science

Michael Farrell, RV and GT Chair of Art and General Education resource

Sharon Fechter, Interim Collegewide Dean of Humanities

Andrea Foster, TP/SS and GT Chair of Business, Economics, Accounting, and Management

Ever Grier, RV Chair of Counseling and Advising

Erica Hepworth, TP/SS Chair of Counseling and Advising

David Jean-Julian, Counseling faculty member, Takoma Park / Silver Spring

Tim Kirkner, Counseling faculty member, Rockville

Margaret Latimer, Collegewide VP for STEM and Germantown Campus VP/Provost.

Lucy Laufe, Collegewide Chair of Honors

Katie Mount, Counseling faculty member, Jack Sallie, GT Chair of Counseling and Advising

Samantha Veneruso, Collegewide Chair of General Studies

Assessment Corner

At the college, the word "assessment" is used in many situations. Here are some of the most commonly used terms used at the college and their definitions.

Program Assessment

The purpose of program assessment is to see if students have achieved the program learning outcomes in a degree program. Program outcomes indicate what students should know or be able to do when they complete the program. The program outcomes can be located in the academic catalog at the end of each program description.

Course Assessment

With course assessment, the focus is on examining how well students achieve each course outcome. Course outcomes are

Assessment and Evaluation Processes at Montgomery College			
Student Learning Assessment Addresses the question: <i>Are students achieving the learning outcomes or core competencies?</i>		College Area Review Addresses these questions: <i>How well is the unit, program, or discipline functioning? What action will the unit, program, or discipline implement over the next five years to improve its service to the college community?</i>	
Program Outcomes Assessment Assesses student attainment of the program's student learning outcomes	General Education Assessment Assess student attainment of the core competencies	Academic Program Review Disciplines & programs review curriculum, enrollment, articulation agreements, teaching practices, feedback from an external reviewer	Administrative Review Administrative units review their goals, benchmark practices, consider strengths, and weaknesses

more specific than program outcomes because they indicate what students should know or be able to do by the end of a course. Course assessment is often confused with Program Assessment because the source of the work examined for program assessment usually comes from course work. Currently, the College no longer focuses on assessing each outcome from a course. The focus now is on identifying where to best measure pro-

gram learning outcomes within a course for program assessment.

General Education

Assessment – This currently focuses on assessing student learning as it relates to Core Competencies. Each course in General Education uses a signature assignment to assess the various competencies. For more information go to <https://cms.montgomerycollege.edu/GeneralEducationProgram>

College Area Review

Unlike items 1-3, the focus of College Area Review process is not on student learning. With College Area Review, administrative and academic areas examine various aspects of how they operate to accomplish their major function or purpose at the college. Based on their findings, they create recommendations for improvement that will be implemented over a five-year period.

INTERSECTIONS

THE ACADEMIC AFFAIRS CHRONICLES

Meet the Chairs

Arts



Michael Farrell
Rockville and
Germantown
Art



Lincoln Mudd
Takoma Park/Silver Spring
Visual and Performing
Arts



Ed Riggs
Rockville
Media Arts and
Technologies



Alvin Trask
Rockville
Performing Arts

Business, Economics, Accounting, Computer Applications, Hospitality Management, and Paralegal Studies



Andrea Foster
Germantown and
Takoma Park/Silver Spring
Business and
Economics



Bill Johnstone
Rockville
Business and
Economics

English and Reading



Elizabeth Benton
Rockville
English and Reading



Ellen Olmstead
Takoma Park/Silver Spring
English and Reading



Mary Robinson
Germantown
English and Reading

Education and Social Sciences



Eric Benjamin
Rockville
Education and
Psychology



Dede Marshall
Germantown
Education and Social
Sciences



Dan Wilson
Takoma Park/Silver Spring
Social Sciences
Rockville
Anthropology,
Criminal Justice, and
Sociology

Chemical and Biological Sciences



Rashid Alam
Rockville
Biology



Laura Anna
Rockville
Chemistry



Nelson Bennett
Takoma Park/Silver Spring
Biology and Chemistry



Scot Magnotta
Germantown
Biology,
Biotechnology, and
Chemistry

Science, Engineering, and Technology



Nawal Benmouna
Rockville
Acting for Physical
Sciences,
Engineering and
Computer Science



David Hall
Germantown and
Takoma Park/Silver Spring
Physical Sciences,
Engineering,
Computer Science,
Cybersecurity, and
Networking

Mathematics and Statistics



Milton Nash
Takoma Park/Silver Spring
Mathematics and
Statistics



Ben Nicholson
Rockville
Mathematics and
Statistics



Darren Smith
Germantown
Mathematics and
Statistics

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THE ACADEMIC AFFAIRS CHRONICLES

Health Sciences, Health, and Physical Education



Diane Barberesi
Takoma Park/Silver Spring
Health Sciences



Dianna Matthews
Takoma Park/Silver Spring
Nursing



Beth Ridings
Rockville
Health and Physical
Education

Communications, AELP, and Linguistics



Angela Nissing
Takoma Park/Silver Spring
AELP, Linguistics, and
Speech
Communication



**Jorinde van den
Berg**
Germantown
AELP, Linguistics, and
Speech
Communication



Usha Venkatesh
Rockville
AELP, Linguistics, and
Speech
Communication

Humanities



Lee Annis
Rockville
History and Political
Science



**Ivonee Bruneau-
Botello**
Takoma Park/Silver Spring
Humanities



**Cristina Daley
Butler**
Rockville
Acting for World
Languages and
Philosophy



Joe Thompson
Germantown
Humanities

Applied Technologies and Gudelsky Institute



Chantal Vilmar
Rockville
Applied Technologies
and Gudelsky Institute

Collegewide



Sara Ducey
Collegewide
Integrative Studies



Lucy Laufe
Collegewide
Honors



Samantha Veneruso
Collegewide
General Studies



Questions? Contact MCAcademics@montgomerycollege.edu